May 2003

WorkKeys/MEAP/CTE – Michigan Academic Standards Crosswalk

This project was a collaborative effort between the Michigan Department of Career Development, Office of Career and Technical Preparation, and identified state level experts, professional organizations, and content area teachers in response to requests from administrators and educators. Each crosswalk was developed to the Standards level of the Michigan Curriculum Frameworks. For further development, local district CTE programs will need to do benchmark level linkage with their local curriculum.

As we move forward in the educational process to prepare students for their future, we must recognize our responsibility to provide high quality technical and academic education to best prepare these students for their future goals.

Overview:

- This is a tool to assist Local Educational Agencies to develop crosswalks at the benchmark level for specific programs.
- CTE curriculum Standards /unit goals were the basis of the crosswalk
- Local district programs need to do benchmark level linkage with their local curriculum.
- Curriculum Standards support the curriculum, with a broad-based focus.
- WorkKeys crosswalks used national occupational job profile information as the basis of determining performance level expectations.
- For new program application submission starting 2003-2004, crosswalk at the benchmark level will be required.

Benefits

- Provides linkages to National Occupational Standards for improvement in program delivery
- Will assist "highly qualified" instructional staff in documenting accountability and supporting new national initiatives
- Demonstrate CTE support of the Michigan Curriculum Frameworks and MEAP objectives
- To enable districts with CTE programs to strengthen communication with curriculum directors, superintendents and building administrators.
- Curriculum crosswalk will encourage communications between Career and Technical and academic educators
- Assist locals in establishing support for academic credit granted for Career and Technical Education programs

Plan Dissemination

- On MDCD/OCTP Web site
    - Posted by pathway
    - Link to Agriscience Web site
- State update meetings
- Presentation to Teacher groups
- Presentations to Administrator groups
- Distribution to Teacher Educators
- Feature item in Newsletters, updates to field
- MDE
- Available to Education Institutions

Child Care Services
CIP Code 20.0299
CONTENT STANDARDS CROSSWALK

	Michigan Curriculum Frameworks *(As Assessed by the Michigan Educational Assessment Program –MEAP)*			
Program Area Standards Identification Here	**Science Strands**	**Mathematics Content Standards**	**English Language Arts Standards**	**Social Studies Strands**
Standard 1. Students will understand the human growth, development, and learning principles necessary to work with young children.	**Strand 2**: Reflecting on Scientific Knowledge **2.1 All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science.** **Strand 3:** Using scientific knowledge in Life Science. **3.2 All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions**. analyze how human and environments interact.	.	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively**. **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **10. All students will apply knowledge, ideas, and issues drawn from text to their lives and the lives of others.** **11. All students will define and investigate important issues and problems using a ariety of resources, including technology to explore and create texts**	**1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.** **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

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Standard 2. Students will assist in creating safe environments that are healthy, respectful, supportive, and challenging for all children	**Strand 1:** Constructing New Scientific Knowledge **1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge.**	**2.2 Students identify location of objects, identify location relative to other objects, and describe the effects of transformations (e.g. sliding, flipping, turning, enlarging, reducing) on an object.** **3.1 Students will collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different forms.** **5.1 Students understand and use various types of operations (e.g. addition, subtraction, multiplication, division) to solve problems.** .	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively.** **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **11. All students will define and investigate important issues and problems using a variety of resources, including technology to explore and create texts**	**1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.** **2. Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.** **4. Students will use knowledge of the production, distribution and consumption of goods and services to make personal and societal decisions about the use of scarce resources.** **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

			12. All students will develop and apply personal, shared, and academic criteria for the employment, appreciation, and evaluation of their own and other' oral, written, and visual texts.	

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Standard 3. Students will understand that nutritional need and eating practices of children are important for promoting physical, social, language and cognitive development of children.	**Strand 1:** Constructing New Scientific Knowledge **1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge.** **Strand 2**: Reflecting on Scientific Knowledge **2.1 All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science.** **Strand 3:** Using scientific knowledge in Life Science. **3.2 All students will use classification systems to describe groups of living things; compare**		**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively.** **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **.10. All students will apply knowledge, ideas, and issues drawn from text to their lives and the lives of others.** **11. All students will define and investigate important issues and problems using a variety of resources, including technology to explore and create texts**	**1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.** **2. Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.** **4. Students will use knowledge of the production, distribution and consumption of goods and services to make personal and societal decisions about the use of scarce resources.** . **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

	and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. **3.5 All students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigate and explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment and** analyze how human and environments interact. **Strand 5**: Using Scientific knowledge in Earth Science. **5.3 All students will investigate and describe what makes up weather and how it changes form day to day, from season to season and over long periods of time; explain what causes different kinds of weather; and analyze the relationships between human activities and the atmosphere.**			

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Standard 4. Students will know about, understand and value the important and complex characteristics of children's families and communities.	**Strand 1**: Constructing New Scientific Knowledge **1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge.** **Strand 2**: Reflecting on Scientific Knowledge **2.1 All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science.** **Strand 3:** Using scientific knowledge in Life Science. **3.2 All students will use classification systems to describe groups of living things; compare**	**3.2 Students will examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively.**	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively.** **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **10. All students will apply knowledge, ideas, and issues drawn from text to their lives and the lives of others.** **11. All students will define and investigate important issues and problems using a variety of resources, including technology to explore and create texts**	**1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.** **2. Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.** **3. Students will use knowledge of American government and politics to make informed decisions about government and their communities.** **4. Students will use knowledge of the production, distribution and consumption of goods and services to make personal and societal decisions about the use of scarce resources.** **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

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Standard 5. Students will use their knowledge of program organization, licensing, standards, policies, and record keeping to assist in managing early care and education programs.		**1.2 Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability to compare patterns of change.** **3.2 Students will examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively.** **4.2 Student recognize that numbers are used in different ways such as counting, measuring, ordering, and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.** **5.1 Students understand and use various types of operations (e.g. addition, subtraction, multiplication, division) to solve problems.** **6.2 Students investigate practical situations such as scheduling, routing, sequencing, networking, organizing and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design.**	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively.** **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **10. All students will apply knowledge, ideas, and issues drawn from text to their lives and the lives of others.** **11. All students will define and investigate important issues and problems using a variety of resources, including technology to explore and create texts**	**1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.** **2. Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.** **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

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Standard 6. Students will demonstrate the ability to design and implement developmentally appropriate activities for children based on knowledge of child development.	**Strand 1:** Constructing New Scientific Knowledge **1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge.** **Strand 3:** Using scientific knowledge in Life Science. **3.2 All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions.** **3.5 All students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigate and explain how communities of living things**	**1.2 Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability to compare patterns of change.** **2.1 Students develop spatial sense, use shape as an analytical and descriptive tool, identify characters and define shapes, identify properties and describe relationships among shapes.** **2.2 Students identify location of objects, identify location relative to other objects, and describe the effects of transformations (e.g. sliding, flipping, turning, enlarging, reducing) on an object.** **3.1 Students will collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different forms.** **3.2 Students will examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively.** **4.2 Student recognize that numbers**	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively.** **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **10. All students will apply knowledge, ideas, and issues drawn from text to their lives and the lives of others.** **11. All students will define and investigate important issues and problems using a variety of resources, including technology to explore and create texts**	**1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.** **2. Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.** **4. Students will use knowledge of the production, distribution and consumption of goods and services to make personal and societal decisions about the use of scarce resources.** **5. Students will use methods of social science to answer questions about society.** **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

	change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment and analyze how human and environments interact. **Strand 4**: Using Scientific knowledge in Physical Science: **4.1 All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter** **4.3 All students will describe how things around us move and explain why things move as they do; demonstrate and explain how we control the motions of objects; and relate motion to energy and energy conversions.** **4.4 All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy.** **Strand 5:** Using Scientific knowledge in Earth Science. **5.2 All students will demonstrate where water is found on earth; describe the characteristics of water and how water moves; and analyze the interaction of human activities with the hydrosphere.** **5.3 All students will investigate**	**are used in different ways such as counting, measuring, ordering, and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.** **4.3 Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers.** **5.1 Students understand and use various types of operations (e.g. addition, subtraction, multiplication, division) to solve problems.** **6.2 Students investigate practical situations such as scheduling, routing, sequencing, networking, organizing and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design.**	**12. All students will develop and apply personal, shared, and academic criteria for the employment, appreciation, and evaluation of their own and other' oral, written, and visual texts.**	

	and describe what makes up weather and how it changes form day to day, from season to season and over long periods of time; explain what causes different kinds of weather; and analyze the relationships between human activities and the atmosphere. **<u>5.4</u> All students will compare the contrast our planet and sun to other planets and star systems; describe and explain how objects in the solar system move; explain scientific theories as to the origin of the solar system; and explain how we learn about the universe.**			

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Standard 7. Students use observations, documentation, and other effective assessment strategies in a responsible way to support children's development and learning.	**Strand 1:** Constructing New Scientific Knowledge **1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge.**	**1.1 Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships and construct representations of mathematical relationships.** **3.1 Students will collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different forms.** **3.2 Students will examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively.** **6.1 Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations.**	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively.** **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **10. All students will apply knowledge, ideas, and issues drawn from text to their lives and the lives of others.** **11. All students will define and investigate important issues and problems using a variety of resources, including technology to explore and create texts**	**7. Student will act constructively to further the public good.**

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Standard 8. Students will know and use ethical guidelines and other professional standards related to early childhood education and care.	**Strand 1:** Constructing New Scientific Knowledge **1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge.**	**1.2 Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability to compare patterns of change.**	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively.** **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **9. All students will demonstrate understanding of the complexity of enduring issues recurring problems by making connections and general themes within and across texts.** **10. All students will apply knowledge, ideas, and issues drawn from text to their lives and the lives of others.**	**1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.** **2. Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.** **5. Students will use methods of social science to answer questions about society.** **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

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Standard 9. Students will be continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work and make informed decisions that integrate knowledge from a variety of sources.	**Strand 1:** Constructing New Scientific Knowledge **1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge.**	**3.1 Students will collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different forms.** **3.2 Students will examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively.** **3.3 Students draw defensible inferences about unknown outcomes, make predictions, and identify the degree of confidence they have in their predictions.** **5.1 Students understand and use various types of operations (e.g. addition, subtraction, multiplication, division) to solve problems.** **6.1 Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations.**	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively.** **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **8. All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.** **9. All students will demonstrate**	**1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.** **3. Students will use knowledge of American government and politics to make informed decisions about government and their communities.** **4. Students will use knowledge of the production, distribution and consumption of goods and services to make personal and societal decisions about the use of scarce resources.** **5. Students will use methods of social science to answer questions about society.** **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

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Standard 10. Students will guide and direct behavior of young children using positive methods of discipline and supportive interactions.	**Strand 1:** Constructing New Scientific Knowledge **1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge.**	**1.2 Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability to compare patterns of change.**	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively.** **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **8. All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.**	**1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.** **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

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Program Area Standards Identification Here	**Science Strands**	**Mathematics Content Standards**	**English Language Arts Standards**	**Social Studies Strands**
Standard 11. Students will demonstrate communication skills that contribute to positive relationships with children, parents, and coworkers.	**Strand 1:** Constructing New Scientific Knowledge **1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge.** **Strand 3:** Using scientific knowledge in Life Science. **3.2 All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions.**	**1.2 Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability to compare patterns of change.** **2.2 Students identify location of objects, identify location relative to other objects, and describe the effects of transformations (e.g. sliding, flipping, turning, enlarging, reducing) on an object.**	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively.** **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **10. All students will apply knowledge, ideas, and issues drawn from text to their lives and the lives of others.** **11. All students will define and investigate important issues and problems using a variety of resources, including technology to explore and create texts**	**1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.** **5. Students will use methods of social science to answer questions about society.** **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

			12. All students will develop and apply personal, shared, and academic criteria for the employment, appreciation, and evaluation of their own and other' oral, written, and visual texts.	

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	Michigan Curriculum Frameworks *(As Assessed by the Michigan Educational Assessment Program –MEAP)*			
Program Area Standards Identification Here	**Science Strands**	**Mathematics Content Standards**	**English Language Arts Standards**	**Social Studies Strands**
Standard 12. Students will have a basic understanding of, positively interact with, and provide accommodation for children who have special needs.	**Strand 1:** Constructing New Scientific Knowledge **1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge.** . **Strand 3:** Using scientific knowledge in Life Science. **3.2 All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions**.	**5.1 Students understand and use various types of operations (e.g. addition, subtraction, multiplication, division) to solve problems.** **6.1 Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations.**	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively**. **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze**, **and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **10. All students will apply knowledge, ideas, and issues drawn from text to their lives and the lives of others.**	**1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.** **2. Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.** **4. Students will use knowledge of the production, distribution and consumption of goods and services to make personal and societal decisions about the use of scarce resources.** **5. Students will use methods of social science to answer questions about society.** **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

			11. All students will define and investigate important issues and problems using a variety of resources, including technology to explore and create texts **12. All students will develop and apply personal, shared, and academic criteria for the employment, appreciation, and evaluation of their own and other' oral, written, and visual texts**.	

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	Michigan Curriculum Frameworks *(As Assessed by the Michigan Educational Assessment Program –MEAP)*			
Program Area Standards Identification Here	**Science Strands**	**Mathematics Content Standards**	**English Language Arts Standards**	**Social Studies Strands**
Standard 13. Students will be able to identify symptoms of illness in children, and use disease prevention strategies when working with children.	**Strand 1:** Constructing New Scientific Knowledge **1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge.** **Strand 2**: Reflecting on Scientific Knowledge **2.1 All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science.** **Strand 3:** Using scientific knowledge in Life Science. **3.2 All students will use classification systems to describe groups of living things; compare**	**1.2 Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability to compare patterns of change.** **3.1 Students will collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different forms.** **3.2 Students will examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively.** **5.1 Students understand and use various types of operations (e.g. addition, subtraction, multiplication, division) to solve problems.** **6.1 Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations.**	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively**. **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage an audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **10. All students will apply knowledge, ideas, and issues drawn from text to their lives and the lives of others.** **11. All students will define and investigate important issues and problems using a variety of resources, including technology to explore and create texts.**	**2. Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.** **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

	and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. **3.3 All students will investigate the explain how characteristics of living things are passed on thorough generations; explain why organisms within a species are different from one another; and explain how new traits can be established by changing or manipulating genes.** **Strand 4**: Using Scientific knowledge in Physical Science: **4.3 All students will describe how things around us move and explain why things move as they do; demonstrate and explain how we control the motions of objects; and relate motion to energy and energy conversions.**		.	

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Program Area Standards Identification Here	**Science Strands**	**Mathematics Content Standards**	**English Language Arts Standards**	**Social Studies Strands**
Standard 14. Students will be able to use technology, as appropriate, to carry out work responsibilities.	**Strand 1:** Constructing New Scientific Knowledge **1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge.** **Strand 2**: Reflecting on Scientific Knowledge **2.1 All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science.**	**3.1 Students will collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different forms.** **3.2 Students will examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively.** **5.1 Students understand and use various types of operations (e.g. addition, subtraction, multiplication, division) to solve problems.**	**1. All students will demonstrate the ability to read and comprehend general and technical materials.** **2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.** **3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts.** **4. All students will use the English language effectively.** **6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience.** **7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.** **10. All students will apply knowledge, ideas, and issues drawn from text to their lives and the lives of others.** **11. All students will define and investigate important issues and problems using a variety of resources, including technology to explore and create texts.**	**1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.** **2. Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.** **6. Student will analyze public issues and construct and express thoughtful positions of these issues.** **7. Student will act constructively to further the public good.**

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Program Area Standards Identification Here	**Science Strands**	**Mathematics Content Standards**	**English Language Arts Standards**	**Social Studies Strands**
.	**Strand 1:** Constructing New Scientific Knowledge 1.1 All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology, learn from books and other sources of information; communicate their findings using appropriate technology and reconstruct previously learned knowledge. **Strand 2**: Reflecting on Scientific Knowledge 2.1 All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science. **Strand 3:** Using scientific knowledge in Life Science. 3.1 All students will apply an understanding of cells to the functioning of multi-cellular organism; and explain how cells, grow, develop, and reproduce.	1.1 Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships and construct representations of mathematical relationships. 1.2 Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability to compare patterns of change. 2.1 Students develop spatial sense, use shape as an analytical and descriptive tool, identify characters and define shapes, identify properties and describe relationships among shapes. 2.2 Students identify location of objects, identify location relative to other objects, and describe the effects of transformations (e.g. sliding, flipping, turning, enlarging, reducing) on an object. 2.3 Students compare attributes of two objects or of one object with a standard (unit) and analyze situations to determine what measurement(s) should be made and to what level of precision. 3.1 Students will collect and explore data, organize data into a useful form,	1. All students will demonstrate the ability to read and comprehend general and technical materials. 2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions. 3. All students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and Civic contexts. 4. All students will use the English language effectively. 5. All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society. 6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts and enlighten and engage and audience. 7. All students will demonstrate, analyze, and reflect upon the skill and process used to communicate through listening, speaking, viewing, reading, and writing.	1. Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments. 2. Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society. 3. Students will use knowledge of American government and politics to make informed decisions about government and their communities. 4. Students will use knowledge of the production, distribution and consumption of goods and services to make personal and societal decisions about the use of scarce resources. 5. Students will use methods of social science to answer questions about society. 6. Student will analyze public issues and construct and express thoughtful positions of these issues. 7. Student will act constructively to further the public good.

	3.2 All students will use classification systems to describe groups of living things; compare and contrast differences in the life cycles of living things; investigate and explain how living things obtain and use energy; and analyze how parts of living things are adapted to carry out specific functions. 3.3 All students will investigate the explain how characteristics of living things are passed on thorough generations; explain why organisms within a species are different from one another; and explain how new traits can be established by changing or manipulating genes. 3.4 All students will explain how scientists construct and scientifically test theories concerning the origin of life and evolution of species; compare ways that living organisms are adapted (suited) to survive and reproduce in their environments and analyze how species change through time. 3.5 All students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigate and explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment and analyze how human and environments interact.	and develop skill in representing and reading data displayed in different forms. 3.2 Students will examine data and describe characteristics of a distribution, relate data to the situation from which they arose, and use data to answer questions convincingly and persuasively. 3.3 Students draw defensible inferences about unknown outcomes, make predictions, and identify the degree of confidence they have in their predictions. 4.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. 4.2 Student recognize that numbers are used in different ways such as counting, measuring, ordering, and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. 4.3 Students investigate relationships such as equality, inequality, inverses, factors and multiples, and represent and compare very large and very small numbers. 5.1 Students understand and use various types of operations (e.g. addition, subtraction, multiplication, division) to solve problems. 5.2 Students analyze problems to	8. All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning. 9. All students will demonstrate understanding of the complexity of enduring issues recurring problems by making connections and general themes within and across texts. 10. All students will apply knowledge, ideas, and issues drawn from text to their lives and the lives of others. 11. All students will define and investigate important issues and problems using a variety of resources, including technology to explore and create texts 12. All students will develop and apply personal, shared, and academic criteria for the employment, appreciation, and evaluation of their own and other' oral, written, and visual texts.	

	Strand 4: Using Scientific knowledge in Physical Science: 4.1 All students will measure and describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter 4.2 All students will investigate, describe and analyze ways in which matter changes; describe how living things and human technology change matter and transform energy; explain how visible changes in matter are related to atoms and molecules; and how changes in matter are related to changes in energy. 4.3 All students will describe how things around us move and explain why things move as they do; demonstrate and explain how we control the motions of objects; and relate motion to energy and energy conversions. 4.4 All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy. **Strand 5:** Using Scientific knowledge in Earth Science. 5.1 All students will describe the earth's surface; describe and explain how the earth's features change over time; and analyze effects of technology on the earth's	determine an appropriate process for solution, and use algebraic notations to model or represent problems. 6.1 Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations. 6.2 Students investigate practical situations such as scheduling, routing, sequencing, networking, organizing and classifying, and analyze ideas like recurrence relations, induction, iteration, and algorithm design.		

	surface and resources. 5.2 All students will demonstrate where water is found on earth; describe the characteristics of water and how water moves; and analyze the interaction of human activities with the hydrosphere. 5.3 All students will investigate and describe what makes up weather and how it changes form day to day, from season to season and over long periods of time; explain what causes different kinds of weather; and analyze the relationships between human activities and the atmosphere. 5.4 All students will compare and contrast our planet and sun to other planets and star systems; describe and explain how objects in the solar system move; explain scientific theories as to the origin of the solar system; and explain how we learn about the universe.			